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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this journalism curriculum framework contains the goals, concepts, and terminal objectives for journalism courses in grades 9-12. Following an introduction, a description of the framework categories and curriculum guide categories, and a note on guide usage, the guide is divided into the following journalism "strands" (divisions of skill areas): (1) thinking and organizing; (2) interviewing and broadcasting; (3) composition; (4) mechanics; (5) layout and makeup; (6) business management; (7) organization; and (8) career implications. Each page of the guide addresses a strand objective at a particular grade level, and consists of instructional objectives, associated content statements (including academic competencies), and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, blank columns for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and for resources (contingent on the materials available to the teacher) are provided. A form for suggested additions or revisions of the curriculum guide is also included. (MM)

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ED296357

LANGUAGE ARTS
CURRICULUM GUIDE

JOURNALISM

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1987

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PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. RULES, REGULATIONS, AND MINIMUM STANDARDS of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The language arts curriculum guide is designed to provide a scope and sequence for the teaching of language arts. Its use will enable students to understand and use effective oral and written communication; to think logically, critically and creatively; and to apply these skills in other content areas and in everyday life. Implementation of the language arts curriculum guide requires initial inservice training, on-going staff development, and continuous program monitoring.

The 9-12 language arts curriculum is divided into areas and strands. The curriculum guide includes the goals, concepts, and terminal objectives of the state approved framework. Terminal objectives can be identified by five or six characters. The first number is the grade level, the first letter is the discipline, the next number is the area, the next letter is the strand, and the final number is the terminal objective number.

Example - the terminal objective number 10E1A2 is translated as follows:

10 = Grade - 10 (Speech and Journalism will use "S" - Secondary)
E = Discipline - English
1 = Area - Reading
A = Strand - Comprehension
2 = Terminal Objective - 2

Each page of the guide contains suggested instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. The curriculum cross-reference indicates where this objective appears in the curriculum guide of another discipline and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level. The resource column content is contingent upon the textbooks, library materials, and other resources available to the teacher.

DESCRIPTION OF CURRICULUM FRAMEWORK CATEGORIES

Curriculum frameworks are developed by committees of Tennessee educators and approved by the State Board of Education. Frameworks identify the minimum curricular requirements of each grade level in each subject area. The top of each guide page is composed of information from that subject's curriculum framework.

Curriculum frameworks contain clear statements of the goals of the educational program, specifying the ultimate learning toward which students are striving. State curriculum frameworks contain three types of goals: (1) the goals of Education in Tennessee as set forth by the State Board of Education in Rules, Regulations, and Minimum Standards, (2) the goals of the subject area which state the broad purposes of the subject, grades K-12, and (3) the goals of the grade level which identify the desired outcomes at the end of one year. The number of goals may vary from subject to subject and from grade level to grade level. They should be adequate to include the appropriate identified needs. The three levels of goals should serve as a basis for developing learning objectives.

Subject Areas and Concepts: Format decisions are made after careful consideration of the scope and sequence of the subject across the grade levels, K-12. Subject areas and concepts have been included on each grade level in some frameworks to provide consistency throughout the documents.

Strands: The objectives in a curriculum framework are organized according to strands with headings which identify the commonality of the objectives within the strand (grouping). Although there are no hard and fast rules regarding the selection of strands for any subject area, consideration is given to the feasibility of developing units of study based upon the objectives within each strand.

Terminal Objectives: Terminal objectives are statements of expectations within each strand. They relate to the topics and/or concepts identified in those subjects which use these categories. These objectives specify target learnings which should be developed over a period of time. They are stated in broad terms in order to accommodate a range of abilities, learning styles, and resources. They begin with a general statement of expected behavior, such as "to understand," in order to encompass all three domains of learning -- cognitive, psychomotor, and affective.

TERMINAL OBJECTIVES PROVIDE THE OUTLINE PARAMETERS FOR THE DEVELOPMENT OF CURRICULUM GUIDES. The writers of curriculum guides have wide latitude in determining the degree of depth to which each terminal objective will be developed at a grade level. However, each terminal objective included in the State Board approved framework must be addressed at that grade level in the curriculum guide.

DESCRIPTION OF CURRICULUM GUIDE CATEGORIES

This curriculum guide was developed by a committee of Tennessee educators. It is based on the curriculum framework for this subject.

Instructional Objectives: Instructional objectives identify the specific learnings encompassed within the framework an the general behaviors to be expected to show evidence of the learning. Instructional objectives clarify the level of difficulty of the terminal objective and break the learning into manageable, measurable bits. Classroom teachers shoul substitute a specific behavior which will evidence the learning for the general behavior. There is no definite number of instructional objectives required to address a terminal objective adequately; however, sufficient learning opportunities must be given students to develop a working knowledge of the terminal objective to the best of their abilities. Local school systems and/or classroom teachers are at liberty to add objectives and/or alter objectives to meet the needs of students.

Content: Some content which should be emphasized in teaching the instructional objective is identified in the curriculum guide. Additional content to be included would depend upon the textbook used and the discretion of the classroom teacher.

Skills: A state curriculum guide identifies skills (thinking skills, reference and study skills, writing skills, reading skills, listening skills, and motor skills) which may either be taught or reinforced in conjunction with the teaching of the instructional objectives. Skills which are prerequisites for mastery of an objective may also be liste here.

Activities: Curriculum guides include at least one activity for each instructional objective listed. Classroom teachers may choose to utilize the suggested activity or may substitute another activity. The activity recommended should provide a means of actively involving the students in the learning process. Some activities are suggestions for the delivery of instruction while others are suggestions for guided or independent practice.

Curriculum Cross-Reference: One of the most difficult responsibilities of the classroom teacher is that of scheduling instruction in order to cover curriculum requirements adequately. Correlating the instructional objectives in a particular curriculum guide to instructional objectives in other guides at the same grade level will reduce the amount of new learning to be introduced and will show the relationship of one subject to another. This information allows teachers to cluster objectives and to utilize an interdisciplinary approach in teaching.

Test Correlations: The symbol "@" indicates an objective or activity which relates directly either to the Stanford Achievement Test or to the Tennessee Proficiency Test.

Academic Competencies: Outcomes which appear in Academic Preparation for College and Academic Preparation in English, publications of The College Board, are listed with appropriate instructional objectives.

USING CURRICULUM GUIDES

The curriculum guides have been designed to provide direction and guidance to classroom teachers in planning for classroom instruction. Information contained within the guides can be utilized in a variety of ways to assist teachers in planning quality lessons. However, the curriculum guides alone are not sufficient to provide adequate learning experiences tailored to meet the needs of every student.

Organizing Objectives: Local school systems and/or teachers may wish to reorganize objectives into units or clusters or may wish to reorder the sequence suggested within a grade level. Curriculum cross-references are given in state guides in order to provide information concerning the similarities and overlaps of curricular objectives. The State Board of Education requires only that the framework objectives be addressed. The strategies utilized in teaching the curriculum are left to local discretion.

Completing a Task Analysis: Curriculum guides will not identify prerequisite learnings which are critical for mastery of an objective. Teachers must analyze the task inherent in an objective and determine the lesson objectives and input necessary for mastery of the guide objective. Task analysis will enable the teacher to select and modify guide objectives to meet the needs of students. The objectives in the guides may be modified to be appropriate for all students, from gifted to remedial. The behaviors chosen by the teacher to evidence the learning will specify the level of the objective.

Selecting Teacher Strategies and Resources: The classroom teacher will develop lesson plans based upon the task analysis of the guide objectives. Teachers should use available materials and resources, including desk--but not limited to--textbooks, to plan lessons which give students maximum opportunities in utilizing all three domains of learning--cognitive, affective, and psychomotor.

Teaching the Curriculum: Curriculum guides provide teachers with suggestions for classroom learning experiences which are aimed specifically toward the objectives; however, teaching methods and classroom organizational techniques are generally left to the teacher's expertise and knowledge of the learning styles of the students. The Tennessee Instructional Model provides one means of delivery of instruction. Teachers are responsible for teaching the curriculum in such a way that learning is maximized.

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Overton County
Perry County
Pickett County
Putnam County
Rhea County
Roane County
Smith County
Tullahoma
White County
Wilson County

Judith Morgan, Language Arts Consultant
Tennessee Department of Education

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THIS GUIDE HAS BEEN PREPARED FOR USE BY TEACHERS OF VARIOUS JOURNALISTIC MEDIA. ADDRESS ALL TERMINAL OBJECTIVES BUT USE ONLY THOSE INSTRUCTIONAL OBJECTIVES AND ACTIVITIES WHICH APPLY TO THE MEDIA BEING EMPHASIZED.

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LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Thinking and Organizing

TERMINAL OBJECTIVE: SJ1A1.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 demonstrate basic thinking skills in general learning situations.	Basic thinking includes gathering, assimilating, synthesizing, and evaluating facts. ACADEMIC COMPETENCIES: -to identify and formulate problems -to distinguish between facts and opinions	demonstrating knowledge	A. Using a handout of an article containing factual information, have students demonstrate recognition of facts by underlining them. (This article to be used in all activities for SJ1A1.) B. Have students discuss sources of information in gathering facts.		
1.02 categorize facts from general to specific.	General topics may be broken down into more specific parts. ACADEMIC COMPETENCY: -to identify and comprehend the main and subordinate ideas in a written work	demonstrating knowledge	A. Have students list facts recognized in the news article. B. Have students arrange specific facts into categories under general headings.		

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Thinking and Organizing

TERMINAL OBJECTIVE: SJ1A1.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.03 organize facts.	Order of importance in non-journalistic writing begins with least important and goes to most important. Standard outline form puts specific facts under general topics.	applying analyzing	A. Have students list facts in order of importance under categories. B. Have students outline facts for composition.		
	ACADEMIC COMPETENCY: -to select, organize, and relate ideas				
1.04 synthesize facts into paragraph form.	After facts are organized, they must be put into logical written form according to rules for organizing a paragraph.	synthesizing comprehending	A. Have students write a new paragraph using the outline from 1.03 B. B. Have students compare their paragraphs with the original.		
	ACADEMIC COMPETENCY: -to outline and develop ideas in coherent paragraphs				

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LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Thinking and Organizing

TERMINAL OBJECTIVE: SJ1A1.00 To understand basic thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.05 evaluate use of facts.	The use of facts must not distort the original truth of a matter. A degree of accuracy must be maintained.	evaluating	A. Have students exchange paragraphs and critique how well fellow students have maintained degree of accuracy in using facts in a new form.		
		evaluating	B. Have students decide whether someone has written a new paragraph which is more appealing then the original. Have them determine if secondhand telling of the event distorted or made the original facts vague.		

ACADEMIC COMPETENCIES:

-to recognize fallacies in reasoning
-to distinguish between fact and opinion

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Thinking and Organizing

TERMINAL OBJECTIVE: SJ1A2.00 To understand journalistic thinking

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 gather information from a body of facts.	Journalistic thinking skills include gathering knowledge, categorizing, assimilating, reorganizing, and evaluating. Gathering information requires the reporter to evaluate sources for accuracy, authority, and effectiveness for a particular audience.	demonstrating knowledge	A. Using newspaper articles, discuss with students sources for gathering news.		
		demonstrating knowledge	B. Give students hypothetical news facts. Have students choose facts relevant to a news story.		
2.02 categorize news facts.	The reporter must decide which facts are most relevant to the story.	comprehending	A. Have students underline facts in a newspaper article and note their relevance to the article.		
		applying	B. Using facts from several news articles on the same topic, have students compile lists and arrange into appropriate categories.		

ACADEMIC COMPETENCY:

-to organize, select, and relate ideas

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Thinking and Organizing

TERMINAL OBJECTIVE: SJ1A2.00 To understand journalistic thinking

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.03 assimilate facts into working models.	Facts must be organized journalistically from most important to least important. The outline organizes the information from general to specific.	analyzing	A. Have students organize important facts from Activity 2.02, B into usable journalistics form.		
		analyzing	B. Have students outline the facts for a news story.		
	ACADEMIC COMPETENCIES: -to identify and formulate problems -to propose and evaluate ways to solve them				
2.04 write a news story from gathered facts.	The lead paragraph is a clear, concise statement that presents the basic facts of the news story. It is followed by supporting paragraphs.	synthesizing	A. Using an article from the newspaper, point out to students the beginning paragraph (lead) and supporting paragraphs.		
		synthesizing	B. Have students write a news story from the outline in Activity 2.03, B, using the newspaper article as a model.		
	ACADEMIC COMPETENCY: -to outline and develop ideas in coherent paragraphs				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Thinking and Organizing

TERMINAL OBJECTIVE: SJ1A2.00 To understand journalistic thinking

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.05 evaluate a news story as to journalistic form and edit and revise as necessary.	Journalistic form in a news story should be arranged with the facts in descending order of importance; it should include a lead paragraph containing a summary of all important facts in the story; and additional paragraphs containing facts which amplify or add to the lead.	evaluating	A. Reproduce a news story to share with the class. Critique collectively using criteria for journalistic form.		
		comprehending	B. Have students revise this paper and rewrite collectively.		
		comprehending	C. Have students revise and rewrite news stories they write.		

ACADEMIC COMPETENCY:

-to improve one's own writing by restructuring, correcting errors, and rewriting

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Interviewing and Broadcasting

TERMINAL OBJECTIVE: SJ1B1.00 To understand the role of skilled listening for gathering information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 use listening skills to gather information.	A reporter listens for information which is pertinent to the story he/she plans to write and asks questions to clarify any uncertainties or fill in missing elements. The skilled reporter listens to tone and content to determine his/her approach to the story, and is not afraid to change the story he/she has planned if a more newsworthy story reveals itself during the interview. The accurate taking of notes is also important.	comprehending comprehending analyzing	A. Have students listen to a taped interview and list key ideas for written details. B. Have students listen to taped radio interview in class. Discuss how an interviewer determines sequence of questions. C. Have students make a list of questions to ask a local official in an interview.		

ACADEMIC COMPETENCIES:

-to identify the main and subordinate ideas in lectures and discussions
-to report accurately what others have said

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Interviewing and Broadcasting

TERMINAL OBJECTIVE: SJ1B1.00 To understand the role of skilled listening for gathering information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 conduct an interview employing listening skills.	The five essentials of interviewing are preparing properly, double-checking to avoid misinterpretation, phrasing questions carefully, attributing statements accurately, and avoiding the use of the first person singular pronoun.	applying	A. Tape an interview between two class members. Evaluate this interview in class.		
		applying	B. Have students assume identities of currently newsworthy persons. Have students interview each other in their assumed roles before the class to practice listening skills.		
		applying	C. Tape an interview that a class member conducts with the principal or a coach about a school activity and have the class listen to it. Have them evaluate the interview in terms of effective listening.		

ACADEMIC COMPETENCIES:

-to identify the main and subordinate ideas in lectures and discussions
-to report accurately what othes have said
-to quote, paraphrase, and summarize accurately
-to cite sources properly
-to answer and ask questions coherently and concisely

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Interviewing and Broadcasting

TERMINAL OBJECTIVE: SJ1B2.00 To understand the role of skilled listening when processing information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 apply methods of inquiry to gain further information.	Taking the information presented, the reporter determines whether his questions have been answered satisfactorily and formulates further questions to clarify, elaborate, or pursue a new train of thought.	comprehending	A. Ask a local radio or television reporter to discuss interview procedure.		
		comprehending	B. Simulate a press conference in which students interview a newsworthy person.		
		comprehending	C. Have students discuss how the interviewer used listening skills to formulate questions from answers in the press conference in Activity B.		
		applying	D. From a taped interview play only the answer. Have students formulate a further question based on the last answer.		

ACADEMIC COMPETENCIES:

-to engage critically and constructively in the exchange of ideas
-to answer and ask questions coherently and concisely

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Interviewing and Broadcasting

TERMINAL OBJECTIVE: SJ1B3.00 To understand effective oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 recognize effective radio broadcast skills.	Effective radio communication requires usage, diction, and tone appropriate to the story or program and the intended audience. Consider smoothness, breathing, pronunciation, sincerity, delivery, volume, rhythm, etc.	comprehending	A. Ask a radio news director to discuss radio news broadcast with the class.		
		comprehending	B. Visit a radio station. Observe radio broadcast procedure.		

ACADEMIC COMPETENCY:

-to evaluate presentations by others

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Interviewing and Broadcasting

TERMINAL OBJECTIVE: SJ1B3.00 To understand effective oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.02 participate in a radio broadcast.	The format of a radio broadcast will depend upon the nature of the program, but accuracy of information, interview skills, speaking skills, and skill in organization should be displayed. The program should be based on a typed script.	applying	A. For the initial broadcast, work with students in setting up format for broadcast. This may be completely news, mostly music, or a combination of the two.		
		applying	B. Assign or ask for volunteers for each job assignment on the broadcast and have students carry out tasks.		
		synthesizing	C. Assign news stories -- these may include honors, clubs, sports, activities, performances, features -- for students to write.		
		applying	D. Have students tape interviews on various topics.		

ACADEMIC COMPETENCIES:

-to conceive and develop ideas about a topic for the purpose of speaking to a group
-to choose and organize related ideas
-to present ideas clearly in Standard English

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Interviewing and Broadcasting

TERMINAL OBJECTIVE: SJ1B3.00 To understand effective oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.03 display radio broadcast skills.	Radio broadcast skills include those mentioned in 3.02 as well as the skills of getting and holding attention and speaking clearly and in such a way that the listener will remember the points made.	synthesizing	A. Using news written by students, produce a radio program. If facilities do not exist for actual broadcast, check with local stations or college stations.		
		applying	B. If no radio station is available, have students tape their broadcasts.		
	ACADEMIC COMPETENCIES: -to present ideas clearly in Standard English -to vary one's use of spoken language to suit different situations				
3.04 recognize effective television broadcast skills.	Television broadcast skills include appropriate diction, usage, tone, and nonverbal clues.	comprehending	A. Ask a television news producer/ reporter to class to discuss effective television news broadcast.		
		comprehending	B. Have the class visit a television station to observe a news broadcast in progress.		
		comprehending	C. Watch news on videotape in class and have students discuss news format.		
	ACADEMIC COMPETENCY: -to evaluate presentations by others				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Interviewing and Broadcasting

TERMINAL OBJECTIVE: SJ1B3.00 To understand effective oral communication skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.05 organize an effective television news broadcast.	Television news broadcasts require the same skills as radio broadcasts with the addition of the need for visual appropriateness and appeal (set, dress, gestures, etc.).	analyzing	A. Have students develop a format for the television broadcast.		
		applying	B. Assign jobs for students: director, producer, cameramen, etc.		
		synthesizing	C. Have students write news stories based on the format -- awards, sports, clubs, etc.		
		applying	D. Have students set up the script with audio directions and video directions.		
	ACADEMIC COMPETENCY:				
	-to choose and organize related ideas				
3.06 display television broadcast skills.	See content, Instructional Objective 3.05.	synthesizing	A. Tape the television news using news stories written by students and produced by students.		
		synthesizing	B. If facilities do not exist, check with local station, cable station, or college television station for lab experiences. As a last resort, tape the audio and make a series of slides of the visual aspect.		
	ACADEMIC COMPETENCY:				
	-to present ideas clearly in Standard English				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Interviewing and Broadcasting

TERMINAL OBJECTIVE: SJ1B4.00 To understand the relationship between vocabulary and effective oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 distinguish between written and oral news presentations.	The speaker's vocabulary should be appropriate to the listening audience and to the news content and the news media. Radio news must use simplified, vivid vocabulary and generally follows the same pattern of organization as other news stories. In some cases in radio stories, the most important part of the story is placed farther into the body of the story. Use of repetition and summary are important.	comprehending analyzing demonstrating knowledge	A. Have the students listen to a newspaper article read aloud. Discuss the difficulty in discerning news facts. B. Have the students compare a newspaper story with the same news taped from radio. C. Have students listen to a radio news story in class. Check length of news stories.		

ACADEMIC COMPETENCIES:

-to vary one's use of spoken language to suit different situations
-to vary one's writing style for different readers and purposes

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Interviewing and Broadcasting

TERMINAL OBJECTIVE: SJ1B4.00 To understand the relationship between vocabulary and effective oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.02 recognize an effective radio news story.	See Content, Instructional Objective 4.01.	comprehending	A. Give students a checklist of important details which should be found in a radio story. Assign students to listen to different stations and check details.		
		analyzing	B. Discuss how stories are different on stations with different formats -- i.e., public radio, easy listening, country, rock.		
	ACADEMIC COMPETENCY: -to evaluate presentations by others				
4.03 write an effective radio broadcast news story.	Brevity and precise choice of effective wording to communicate effectively with the audience are important factors in a radio news story. See Content, Instructional Objective 4.01.	applying	A. Have students obtain copies of wire service (AP or UP) stories written for broadcast media and for newspapers and compare them.		
		synthesizing	B. Have students rewrite a newspaper story for radio broadcasting, noting the difference in vocabulary.		
		synthesizing	C. Have students write a school radio broadcast, paying attention to appropriate vocabulary.		
	ACADEMIC COMPETENCY: -to vary one's writing style for different readers and purposes				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Interviewing and Broadcasting

TERMINAL OBJECTIVE: SJ1B4.00 To understand the relationship between vocabulary and effective oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.04 compare and contrast written and visual news broadcasts.	Written news articles may employ more difficult vocabulary than visual news and will contain more details for support. Visual news may use visual aids to convey the message. Visual news stories have time limitations. See Content, Instructional Objective 4.01.	comprehending	A. Videotape a news broadcast to replay in class. Point out vocabulary consistent with television news.		
		comprehending	B. Have students compare the same news story from television with a newspaper article.		
	ACADEMY COMPETENCY: -to recognize different purposes and methods of writing				
4.05 write an effective television broadcast story.	See Content, Instructional Objectives 4.01, 4.03, 4.04.	synthesizing	A. Have students develop a television broadcast story from a newspaper article, giving attention to vocabulary.		
		synthesizing	B. Have students write a school news story for television broadcast, matching vocabulary to audience.		
	ACADEMIC COMPETENCY: -to vary one's writing style for different readers and purposes				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Interviewing and Broadcasting

TERMINAL OBJECTIVE: SJ1B5.00 To understand the importance of standard grammatical usage

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.01 recognize standard grammatical construction in writing for oral and visual communication.	Standard grammatical usage is necessary for clear and concise communication and to create credibility.	demonstrating knowledge	A. Review rules for writing newspaper articles -- note differences for radio and television broadcast writing.		
		applying	B. Using a taped radio broadcast and a videotaped television broadcast, have students evaluate speech for grammatical correctness.		
		synthesizing	C. Have students assume roles of well known news anchormen and make grammatical mistakes in their presentations. Review the credibility of anchorman, news program, and station with the class.		
5.02 write grammatically correct radio and television broadcast news.	See Content, Instructional Objective 5.01.	synthesizing, evaluating	A. Have students write radio or television news stories. Have other students critique the grammatical usage in these stories.		

ACADEMIC COMPETENCY:

-to use the conventions of standard written English

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C1.00 To understand a news lead

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 identify the five "W's" and "H" in the lead to a news story.	As often as possible, a news lead should tell who, what, when, where, why, and how.	demonstrating knowledge	A. Have students clip news leads from newspaper articles. Have students underline the five "W's" and "H."		
		comprehending	B. Read a lead aloud to the class. Have students identify five "W's" and "H."		
		demonstrating knowledge	C. Have students list five "W's" and "H" from a news lead.		
1.02 categorize and organize facts for a lead paragraph.	Facts should be arranged in descending order of importance. The reporter must decide which fact is most important to his presentation.	comprehending	A. Using a list of facts, have students discuss variations in lead development using a different "W" or "H."		
	All facts must be gathered and organized before writing the lead.	comprehending	B. Give students a set of jumbled sentences to be organized in good journalistic order.		

ACADEMIC COMPETENCY:

-to outline and develop ideas in coherent paragraphs

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C1.00 To understand a news lead

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.03 write an effective lead.	See Content, Instructional Objective 1.02.	applying	A. Have students reorganize five "W's" and "H" in an existing lead for a new lead.		
		synthesizing	B. Have students write a news lead for a news story or feature article about a school event.		
	ACADEMIC COMPETENCY: -to outline and develop ideas in coherent paragraphs				
1.04 revise and edit a news lead.	See Content, Instructional Objective 1.02	analyzing, evaluating	A. Have students exchange leads, critique, revise, and rewrite.		
		analyzing, applying	B. Have students revise and edit news leads clipped from newspapers.		
	ACADEMIC COMPETENCY: -to improve one's own writing by restructuring, correcting errors, and rewriting				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C2.00 To understand journalistic form

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 recognize acceptable journalistic form.	Forms may include inverted pyramid, round-up (composite), chronological, and other styles.	comprehending	A. Ask a news reporter to discuss news story development in class.		
		analyzing	B. Cut a news story of several paragraphs from the newspaper. Cut paragraphs apart. Have students reconstruct story (as in a puzzle). Have students identify method of development.		
		analyzing	C. Have students clip news stories and identify style of development by underlining steps.		
		analyzing	D. Have students cut a news story to a shorter length, explain reasons for cutting out specific paragraphs and defend choice of remaining paragraphs.		

ACADEMIC COMPETENCY:

-to recognize different purposes and methods of writing

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C2.00 To understand journalistic form

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.02 analyze and organize facts for a news story into acceptable journalistic form.	See Content, Instructional Objective 2.01.	analyzing	A. Have students select facts about a particular topic which are to be used.		
		analyzing	B. Have students categorize facts in order of importance or chronologically.		
		analyzing	C. Have students outline the news story according to form chosen.		
	ACADEMIC COMPETENCY: -to organize, select and relate ideas				
2.03 write a news story in accepted journalistic form.	See Content, Instructional Objective 2.01.	synthesizing	A. Have students write a news story in inverted pyramid, chronological order, or composite form.		
	ACADEMIC COMPETENCY: -to outline and develop ideas in coherent paragraphs				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C2.00 To understand journalistic form

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.04 evalute "news value" in a news story.	Reliability of sources, proximity, and level of interest for readers determine "news value."	evaluating	A. Analyze for the students a news story in terms of probable sources. Have them evaluate the reliability and qualifications of news sources.		
		analyzing	B. Select a news story from the front page and an inside page. Have students determine why stories are so placed.		
		evaluating	C. Have students locate stories written in news style and format in other sections of the paper and evaluate news value.		

ACADEMIC COMPETENCY:

-to draw reasonable conclusions

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C3.00 To understand the types of news stories

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will					
3.01 identify a news story.	News stories include features, news, editorials, and sports.	demonstrating knowledge	A. Using the front page of the newspaper, have students identify a news story lead and the facts that make it newsworthy.		
		demonstrating knowledge	B. Have students identify and clip news stories found in other sections of the newspaper.		
	-ACADEMIC COMPETENCY:				
	-to recognize different purposes and methods of writing				
3.02 organize facts for a news story.	Facts may be organized into different patterns (See SJ1C2.01).	analyzing	A. Have students categorize news stories and facts found on the front page.		
		comprehending	B. Have students originate news facts which they will categorize and organize for a news story.		
	ACADEMIC COMPETENCY:				
	-to organize, select, and relate ideas				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C3.00 To understand the types of news stories

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.03 write a news story.	See Content, Instructional Objectives 3.01 and 3.02.	applying	A. Have students write a news story, using a newspaper article as an example.		
		synthesizing	B. Have students write a school news story for the local newspaper.		
	ACADEMIC COMPETENCY: -to vary one's writing style				
3.04 evaluate effectiveness of a news story.	Items to evaluate include newsworthiness, style, accuracy, and effect.	evaluating	A. Have students evaluate news stories they have written based on criteria for a news story (proximity, importance, etc.).		
		evaluating	B. Evaluate the stories in a class discussion as to "news value" (See journalistic form).		
		applying	C. Have students edit and revise stories.		
	ACADEMIC COMPETENCY: -to draw reasonable conclusions				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C3.00 To understand the types of news stories

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.05 identify feature stories and distinguish news feature from straight news.	A feature story focuses on the elements of a specific topic -- an event, a person or a phenomenon -- rather than on a strictly factual reporting of events. A news feature highlights one important element or person involved in a news event.	comprehending	A. Have students find examples of news, news features, and straight features from the newspaper or from television.		
		demonstrating knowledge	B. Have students underline or otherwise identify facts presented in each type of story.		
		comprehending	C. Have students analyze why a particular style was chosen for the topic.		
		synthesizing	D. Have students determine how stories could be written in feature format.		

ACADEMIC COMPETENCY:

-to recognize different purposes and methods of writing

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C3.00 To understand the types of news stories

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.06 categorize and organize information for a feature story.	A feature lead begins with information selected to grab the audience's attention, then builds upon this introduction.	comprehending	A. Have students rewrite a news story as a feature collectively in class.		
		analyzing	B. After analyzing different types of feature stories, have students write information on a person in school.		
		analyzing	C. Have students organize the information for a feature article.		
	ACADEMIC COMPETENCY: -to organize, select, and relate ideas				
3.07 write a feature story.	See Content, Instructional Objective 3.06.	analyzing	A. Have students determine the type of lead for the feature based on story angle.		
		synthesizing	B. Have students write the feature using newspaper features as models.		
		synthesizing	C. Assign a human interest feature to be written for the local newspaper.		
	ACADEMIC COMPETENCY: -to vary one's writing style for different readers and purposes				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C3.00 To understand the types of news stories

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.08 evaluate and revise a feature story.	Evaluation should include level of interest, form, style, and effectiveness.	evaluating	A. Have students evaluate a few feature stories correctly. B. Have students revise their feature stories from Instructional Objective 3.07.		

ACADEMIC COMPETENCY:

-to recognize different purposes and methods of writing

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C3.00 To understand the types of news stories

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.09 identify editorial writing.	Editorial writing expresses the position of the publication's or station's management and others on an issue. It begins often by identifying a problem and ends by taking a position on what to do about it.	comprehending	A. Using the editorial pages in the newspaper, have students identify editorial forms (syndicated columnists, letters to the editor, etc.). Condition students to look for editorials on these pages.		
		analyzing	B. Have students compare a news story and editorial written on the same topic. Have students underline facts in news stories and editorials.		
		comprehending	C. Have students examine news articles and cite examples of editorializing.		
		comprehending	D. Have students cite examples of editorializing on television news programs.		

ACADEMIC COMPETENCY:

-to recognize different purposes and methods of writing

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LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C3.00 To understand the types of news stories

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.10 determine information appropriate to the editorial form.	Editorial information should deal with topics of immediate interest to the reader, should build from past positions, and should avoid personal criticism.	comprehending	A. Ask a local newspaper editor to visit the class and discuss how editorials are selected.		
		comprehending	B. Ask an editorial cartoonist to discuss the role of the editorial cartoon.		
		synthesizing	C. Have an interested student make a presentation on the history of the editorial cartoon, using transparencies of famous cartoons.		
	ACADEMIC COMPETENCIES: -to draw reasonable conclusions -to conceive ideas about a topic for the purpose of writing				
3.11 assimilate and organize information for an editorial.	Editorials may be for position or persuasion, information or analysis, commendation or commemoration, humor or satire.	analyzing	A. Have students outline an idea for an editorial based on a current news story.		
		analyzing	B. Have students obtain and organize information for an editorial on a topic of their choice.		
	ACADEMIC COMPETENCY: -to organize, select, and relate ideas				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C3.00 To understand the types of news stories

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.12 write an editorial.	See Content, Instructional Objective 3.11.	synthesizing	A. Have students write an editorial comment or letter to the editor from an outline.		
		synthesizing	B. Have students write letters to the editor to be printed in the local newspaper.		
	ACADEMIC COMPETENCY: -to vary one's writing style for different readers and purposes				
3.13 evaluate and revise editorial forms.	Evaluation should include the points listed in Content 3.09 and 3.10.	evaluating	A. Have students evaluate editorials collectively according to criteria for an editorial.		
		evaluating	B. Have students evaluate effectiveness of newspaper editorials by monitoring when news stories/editorials/letters to the editor appear and the schedule of responses to editorials.		
	ACADEMIC COMPETENCY: -to improve one's own writing by restructuring, correcting errors, and rewriting				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C3.00 To understand the types of news stories

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.14 distinguish between sports news and features.	Sports news reports factually while sports features add human interest.	comprehending	A. Ask a local sports editor to discuss sports writing procedures with the class.		
		comprehending	B. Try to have the class visit a press box during a sports event, or have a student who can visit one give a report to the class.		
		comprehending	C. Have students locate examples of sports news and features in the sports section of the paper.		
	ACADEMIC COMPETENCY: -to recognize different purposes and methods of writing				
3.15 select appropriate jargon for sports stories.	The jargon of sports stories changes constantly, but should include vivid and appropriate terminology for the sport being covered.	comprehending	A. Discuss sports terms with a sports writer or announcer.		
		comprehending	B. Have students research sports stories in newspapers and magazines and compile a list of terms.		
		applying	C. Have students categorize terms for the appropriate sports.		
	ACADEMIC COMPETENCY: -to develop and use general and specialized vocabularies				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C3.00 To understand the types of news stories

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.16 write a sports news story.	A sports news story includes a mixture of factual reporting, commentary, analysis, and game highlights. After an introductory section, most sports stories are written chronologically.	synthesizing	A. Videotape a sports event for replay in class. Have students write a sports news story while viewing the video tape. (If necessary, pause, rewind film, etc.)		
3.17 write a sports feature story.	A sports feature story is a human interest story which appeals to the involvement of the fans.	applying	A. Have students interview a coach or player for a sports feature and write the feature.		
		applying	B. Have students write a sports feature on children's sports.		

ACADEMIC COMPETENCY:

-to vary one's writing style for different readers and purposes

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C3.00 To understand the types of news stories

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.18 analyze effectiveness of sports news and feature stories.	See Content, Instructional Objectives 3.16 and 3.17.	analyzing	A. Have students find sports articles and distinguish between advance, game, and follow-up stories. Analzye which are more effective and which the audience prefers.		
		analyzing	B. Have students analyze a well known sports writer by reading several articles written by him/her and discuss why he/she is a successful writer.		
		analyzing	C. Have students compare two or more sources carrying coverage of the same sports event.		

ACADEMIC COMPETENCIES:

-to read critically
-to recognize different purposes and methods of writing

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LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C3.00 To understand the types of news stories

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.19 organize material from an interview.	The interview may be of several types (factual, question-and-answer, biographical, historical, descriptive, personality, specialist, composite); facts are arranged according to type of news article.	applying	A. Have students decide on a type of interview, plan and conduct the interview, including note taking.		
		analyzing	B. Have students organize and outline the information gathered.		
		analyzing	C. Have students analyze examples of interview stories from current publications based on type of lead, construction of lead paragraph, possible sources of information, attribution of speaker, organization, use of transitions, and overall effectiveness.		

ACADEMIC COMPETENCIES:

-to identify and comprehend the main and subordinate ideas in lectures and discussions
-to report accurately what others have said
-to choose and organize related ideas

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C3.00 To understand the types of news stories

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.20 write a lead based on an interview.	The lead of an interview may be of several types (summary, salient-idea, feature, word-picture, figure-of-speech, thought-provoking, comprehensive, main idea).	comprehending	A. Have students clip examples of lead paragraphs from interview stories and label the various types of leads.		
		synthesizing	B. Using the information from 3.19, have students write a lead for the interview article according to a specific type.		
		synthesizing	C. Have students rewrite the lead from Activity A using another approach.		
3.21 write an article based on an interview.	An article based on an interview, as opposed to regular news stories, requires an effective lead, a body, and an effective conclusion.	synthesizing	A. Have students use one of the leads prepared in 3.20 and complete an article based on a specified news style.		
		synthesizing	B. Have students rewrite the article as a different kind of story.		
		synthesizing	C. Have students write body copy for the yearbook based on interviews and using appropriate quotations.		

ACADEMIC COMPETENCIES:

-to report accurately what others have said
-to organize, select, and relate ideas
-to outline and develop ideas in coherent paragraphs

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C4.00 To understand objective and subjective writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 distinguish between fact and opinion in a news story.	Editorializing and bias should be avoided in news stories.	analyzing	A. Have students locate a news story and editorial on the same topic. Have them point out what is news and what is opinion.		
		analyzing	B. Reproduce a "straight" news story which has "editorializing." Have students analyze the story in class.		
	ACADEMIC COMPETENCY: -to distinguish between fact and opinion				
4.02 analyze a news story for bias or editorializing.	Bias is indicated by statements of opinion or position.	analyzing	A. Have students analyze a news story on a controversial topic for bias or editorializing.		
		analyzing	B. Discuss use of terms such as "alleged," "accused," "supposedly," and their relationship to bias. Have students analyze articles in which these terms appear.		
	ACADEMIC COMPETENCIES: -to recognize different purposes and methods of writing -to separate one's personal opinions and assumptions from a writer's				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C4.00 To understand objective and subjective writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.03 write a news story without editorializing or bias.	See Content, Instructional Objective 4.02.	synthesizing	A. Have students write a story with obvious bias and then rewrite, eliminating bias.		
		synthesizing	B. Have students write articles on a controversial topic without editorializing.		
	ACADEMIC COMPETENCY: -to vary one's writing style for different readers and purposes				
4.04 evaluate a news story for editorializing or bias.	See Content, Instructional Objective 4.02.	applying	A. Have students research the role of editorializing and bias in the history of media.		
		evaluating	B. Have students evaluate stories on the front page of the newspaper for editorializing and bias.		
		analyzing	C. Discuss the role of "sensationalism" in newspapers of national scope or "rag sheets."		
			D. Have students evaluate television news documentaries for editorializing or bias.		
	ACADEMIC COMPETENCY: -to distinguish between fact and opinion				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C4.00 To understand objective and subjective writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.05 analyze advertising copy.	Advertising copy is intended to persuade and uses persuasive techniques such as bandwagon, appeal to emotion, generalization, cause/effect, either/or, etc. Most ads appeal to the desire to feel successful, loved and wanted, secure, healthy, attractive, smart, comfortable, wealthy, economical, or surrounded by beauty.	analyzing	A. Have students clip and analyze examples of advertising copy for elements of persuasion.		
		analyzing	B. Have students cite examples of fallacies of reasoning in advertising.		
		comprehending	C. Have students discriminate "hard- sell" from "soft-sell" in ads from various media.		
		comprehending	D. Have students name ads they have positive or negative reactions to and discuss.		
	ACADEMIC COMPETENCIES: -to recognize different purposes and methods of writing -to recognize fallacies in reasoning				
4.06 write advertising copy.	Writing advertising copy requires brevity, concise word choice, and persuasive technique.	synthesizing	A. Have students write copy for ads for imaginary products.		
		synthesizing	B. Have students rewrite existing ads.		
	ACADEMIC COMPETENCY: -to vary one's writing style for different readers and purposes				

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LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C5.00 To understand the influence of the audience on journalistic writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.01 determine the scope of reader interest.	Content and details of stories may differ according to intended audience.	evaluating	A. Have students clip articles from newspapers that are local, national, and international in scope. Discuss in class.		
		evaluating	B. Assign students to locate articles that are of the three different scopes in various publications.		
		analyzing	C. Have students analyze the readership of several selected articles -- features, syndicated columnists, etc.		
		synthesizing	D. Assign the class to take a survey of students, teachers, parents, etc., on which areas of the newspaper appeal to them. Analyze results.		

ACADEMIC COMPETENCIES:

-to read critically
-to draw reasonable conclusions

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C5.00 To understand the influence of the audience on journalistic writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.02 determine the influence of the views of the reporter, editor, and publisher.	The content and subject matter, style and approach of news articles reflect the views of the reporter, editor, and publisher.	comprehending	A. Have students bring newspapers from other cities and states -- compare front page news and other sections.		
		analyzing	B. Have students compare format in which the same story is presented in different papers.		
		analyzing	C. Have students compare newspapers of national scope with a local newspaper.		
	ACADEMIC COMPETENCY: -to draw reasonable conclusions				
5.03 write for a specific audience.	The audience influences the content, form, style, and tone of the article.	comprehending	A. Engage students in a discussion of how actual writing and editing help the reader to understand the story.		
		synthesizing	B. Assign a story to be written for a specific audience -- women, business, etc.		
	ACADEMIC COMPETENCY: -to vary one's writing style for different readers and purposes				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Composition

TERMINAL OBJECTIVE: SJ1C5.00 To understand the influence of the audience on journalistic writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.04 recognize audience influence in printed articles.	See Content, Instructional Objective 5.03	analyzing	A. Have students evaluate front page and inside news stories of each section of the newspaper for audience influence. Ask such questions as "Why was this article chosen for print?" and "For whom is the article intended?"		

ACADEMIC COMPETENCIES:

-to draw reasonable conclusions
-to read critically

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Mechanics

TERMINAL OBJECTIVE: SJ1D1.00 To understand journalistic form

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 organize news stories using paragraphs for visual effect.	Journalistic form is simplified. Length of paragraph is affected by how it will look on the printed page.	comprehending	A. Using a newspaper, have students examine the form of a complete news story.		
		analyzing	B. Have students analyze type of story, method of development (inverted pyramid, etc.), and focus of story.		
		analyzing	C. Have students organize their own stories for the visual effect of paragraphs.		
1.02 incorporate large bodies of information effectively.	Sentences should be simplified. Long lists of information should be broken visually into small chunks.	comprehending	A. Have students examine sentence length in newspaper articles. Discuss problems of long, complicated sentences. Have students simplify some complicated sentences.		
		analyzing	B. Discuss dealing with long lists of information. Have students find ways to incorporate bodies of information into a news story.		

ACADEMIC COMPETENCIES:

-to identify and formulate problems
-to propose and evaluate ways to solve problems

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Mechanics

TERMINAL OBJECTIVE: SJ1D2.00 To understand journalistic style

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 demonstrate knowledge of the elements of newswriting style.	Journalistic style has standardized abbreviations, punctuation conventions, and special spelling rules. Refer to a standard publication for this information.	comprehending	A. Discuss with students the STYLE HANDBOOK OF THE ASSOCIATED PRESS or a similar publication.		
		applying	B. Have students examine newspaper articles for accepted style in abbreviations, punctuation, and spelling rules.		
		applying	C. Dictate information to be written into news story style. Have students follow journalistic rules of mechanics and explain application.		
	ACADEMIC COMPETENCY: -to use the conventions of standard written English				
2.02 edit and revise news stories for mechanical mistakes.	Apply the standard rules (Content 2.01) to news stories to correct mechanical errors. Students should learn proofreading symbols.	comprehending	A. Using proofreader's symbols, correct the students' papers. Return for revision and rewriting.		
		applying	B. Have students proofread each others' papers using proofreading symbols. Give grades for proofreading.		
	ACADEMIC COMPETENCY: -to improve one's own writing by restructuring, correcting errors, and rewriting				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Mechanics

TERMINAL OBJECTIVE: SJ1D3.00 To understand the importance of standard grammatical usage

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 recognize how grammatical usage affects meaning.	Incorrect grammatical usage can change the tone of a news story and distort meaning.	comprehending	A. Discuss with students the implications of grammatical errors in print.		
		analyzing	B. Prepare a news story in which grammatical errors distort meaning. Have students analyze the consequences of such mistakes.		
		applying	C. Have students revise and rewrite the news story from Activity B.		

ACADEMIC COMPETENCIES:

-to identify a writer's point of view and tone
-to recognize that English has several levels of usage

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Communication

GOAL: SJ100 Understanding and utilizing oral, written, and visual communication in media

STRAND: Mechanics

TERMINAL OBJECTIVE: SJ1D3.00 To understand the importance of standard grammatical usage

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.02 assess credibility of news stories.	Incorrect usage affects the reader's willingness to trust the writer and to accept his intelligence and/or dependability.	comprehending	A. Discuss with students the reporter's role in interpreting news information.		
		comprehending	B. Discuss the credibility of a reporter and a newspaper publishing an article containing grammatical errors.		
		evaluating	C. Have students evaluate the credibility of newspapers they read based on frquency of grammatical errors.		

ACADEMIC COMPETENCIES:

-to identify a writer's point of view and tone
-to recognize that English has several levels of usage

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Layout and Makeup

TERMINAL OBJECTIVE: SJ2E1.00 To understand the visual impact of media production

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 explain how visual effect influences reading or viewing patterns.	Viewers and readers tend to give more attention to that which catches and/or pleases the eye. Viewing or reading habits depend in part on the viewer's or reader's reaction to the visual presentation.	analyzing	A. Have students compare a national or major metropolitan daily newspaper in the school or local library with the hometown paper. What differences do they find in the style or approach taken? What elements are different, if any? Why would one expect to see those differences?		
		analyzing	B. Have students keep a log of news programs and documentaries during a two week period. Include as many stations as possible. Discuss the differences.		

ACADEMIC COMPETENCY:

-to draw reasonable conclusions

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LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Layout and Makeup

TERMINAL OBJECTIVE: SJ2E1.00 To understand the visual impact of media production

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 demonstrate how visual effect influences meaning.	The visual presentation of a story tells the reader how important it is and also creates an attitude toward the content.	synthesizing	A. Have students prepare a front page of a state or national newspaper using articles clipped from several different newspapers. They must be prepared to justify the placement of the lead story. Also, they must be sure the more important stories are placed "above the fold."		
1.03 demonstrate how visual effect influences credibility.	A product which is visually imperfect creates a lack of confidence on the part of the reader/viewer in the reliability of the publication.	synthesizing synthesizing	A. Have students select a front page and explain how they would rearrange it, using the stories and paragraphs that make up the page. B. Discuss with students how photographs and copy should support and complement each other.		

ACADEMIC COMPETENCY:

- to draw reasonable conclusions

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Layout and Makeup

TERMINAL OBJECTIVE: SJ2E2.00 To understand the methods of creating the visual package

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 read and follow the schedule for fitting copy.	When typed on an 8 1/2 x 11 sheet of paper with one-inch margins on each side, four lines of copy will equal approximately one inch of standard newspaper print. Other schedules may be appropriate for different publications.	applying	A. Have students count the numbers of typed lines in the article and determine how many inches of newsprint it will require.		
		comprehending	B. Post a copy schedule and discuss how much copy will be needed for a tabloid-size newspaper page.		
		applying	C. Set up a style sheet for all copy.		
	ACADEMIC COMPETENCIES: -to identify and formulate problems -to propose and evaluate ways to solve problems				
2.02 size (crop) photographs.	Sizing photographs requires the use of L-shaped croppers or the percentage wheel, grease pencils and dummy sheets. Dummy sheets are scaled-down patterns of newspaper pages.	applying	A. Allow the students to size actual photographs.		
		applying	B. Invite a staff member from a local newspaper to work with students in cropping photographs.		
	ACADEMIC COMPETENCIES: -to identify and formulate problems -to propose and evaluate ways to solve problems				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Layout and Makeup

TERMINAL OBJECTIVE: SJ2E2.00 To understand the methods of creating the visual package

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.03 write and size headlines.	Headlines are simplified sentences which use special rules of punctuation and capitalization. Past tense verbs and demand heads should be avoided. The lead should be the basis for the head and the head should start with key nouns.	comprehending	A. Have students cut out effective headlines and discuss what makes them effective.		
		comprehending	B. Have students write headlines for articles that have been clipped with no headline.		
		comprehending	C. Have students rewrite five headlines from the latest issue of the school paper. Make each one a column narrower and a column larger than it originally appeared in the paper.		
	ACADEMIC COMPETENCIES: -to identify and formulate problems -to propose and evaluate ways to solve problems				
2.04 analyze the use of different type faces (or styles).	Type faces and styles are chosen for emphasis and visual effect.	comprehending	A. Provide students with a newspaper and ask them to identify the different types of type used (i.e., different styles or fonts, bold or italic, upper case, etc.) on the front page.		
		comprehending	B. Have the students explain why the types were chosen and used.		
	ACADEMIC COMPETENCIES: -to identify and formulate problems -to propose and evaluate ways to solve problems				

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Layout and makeup

TERMINAL OBJECTIVE: SJ2E2.00 To understand the methods of creating the visual package

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.05 analyze the layout of a newspaper.	A layout is based on logical emphasis on important subjects, appearance, and reader convenience. ACADEMIC COMPETENCIES: -to identify and formulate problems -to propose and evaluate ways to solve problems	analyzing	A. Examine a front page to determine if news is emphasized through layout, if the page seems to be organized in a logical manner, if organization is easy to follow, and whether paper appears clean or cluttered.		
2.06 observe different layout styles.	The layout style is different for different publications such as newsletter, literary magazine, newspaper, yearbook, etc. Layout varies for reasons of content and purpose. ACADEMIC COMPETENCIES: -to identify and formulate problems -to propose and evaluate ways to solve problems	comprehending	A. Set up an exchange of a variety of school publications with as many schools as possible. Have students compare layout of various publications and discuss.		

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LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Layout and Makeup

TERMINAL OBJECTIVE: SJ2E2.00 To understand the methods of creating the visual package

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.07 cut and wax copy for paste-up.	Cutting and waxing copy is a manual experience which gives students a realistic taste of media production.	applying	A. Tour a publishing house or print shop and allow students to cut and wax copy they have saved from classroom layout activities.		
2.08 compare and contrast good and bad layouts.	A good layout avoids bumps, gray space, white space, etc.	comprehending	A. Have students make a poster with samples of good and bad layouts.		
		analyzing	B. Have students write an essay comparing and contrasting good and bad layouts.		
		synthesizing	C. Clip newspaper pages that have bad layouts and ask the students how the layouts could be improved.		
		demonstrating	D. Have students sketch sample layouts that are (a) modular, (b) vertical, (c) focus and brace, (d) balanced.		

ACADEMIC COMPETENCIES:

-to identify and formulate problems
-to propose and evaluate ways to solve problems

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Layout and Makeup

TERMINAL OBJECTIVE: SJ2E3.00 To understand consistency of style in production

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will					
3.01 outline the role of consistency in layout.	Consistency in layout affects meaning by giving emphasis and builds credibility by giving the viewer or reader a pattern he comes to understand and expect.	comprehending	A. Give the students a partially detailed outline (abstract). Have them research the effect of consistency on meaning and credibility, and fill in the abstract.		
		comprehending	B. Have students discuss the layout of material they regularly read, such as sports or comics. What is the effect of consistency?		
		analyzing	C. Have students discuss the need for consistency in carrying out the thematic development of the yearbook.		
3.02 list ways that consistency simplifies and aids production.	Consistency allows those producing the publication to build routines and expedite production.	analyzing	A. Using several copies of the same newspaper, have students discuss ways that consistency simplifies and aids production.		
		comprehending	B. Compare copies of school yearbooks which follow a consistent layout with those which change every year. Have students discuss the advantages and disadvantages of each.		
	ACADEMIC COMPETENCY:				
	-to draw reasonable conclusions				

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Layout and Makeup

TERMINAL OBJECTIVE: SJ2E4.00 To understand cartooning and photography

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 categorize the various kinds of comics.	The various types of comics include humorous, introspective, political, and informative.	analyzing	A. Divide students into groups and analyze comics according to the four types.		
		synthesizing	B. Have students write dialogs for comic strips.		
		analyzing	C. Have students illustrate logical sequence in a strip.		
		synthesizing	D. Have students create a new comic strip.		
4.02 produce editorial cartoons.	The editorial cartoon is a unique vehicle for communicating political and social views.	comprehending	A. Based on a study of several cartoons by the same cartoonist, have students describe the philosophy of an editorial cartoonist.		
		applying	B. Have students prepare editorial cartoons which illustrate a local issue.		

ACADEMIC COMPETENCY:

-to comprehend, develop, and use concepts and generalizations

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Layout and Makeup

TERMINAL OBJECTIVE: SJ2E4.00 To understand cartooning and photography

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.03 evaluate news photos.	A news photo should contribute to understanding the article, be appropriate, attract reader attention, and avoid communicating connotations or nonobjective attitudes which contradict the connotation of the article.	evaluating	A. Provide the students with a news story and accompanying photograph and evaluate it according to the standards of a good news photo.		
		evaluating	B. Have students evaluate the effectiveness of yearbook photographs.		
		evaluating	C. Have students evaluate the illustrations in a literary magazine.		
4.04 take and prepare photographs for school publications.	Photos should be appropriate, interesting, attractive, and technically sound. All students should gain experience in the skills of photography.	applying	A. Provide a camera that can be checked out by each student. Assign each student to take four pictures. Develop film and display the photos in the classroom without identifying who made them. Point out strengths and weaknesses of various photographs.		
		comprehending	B. Explore the advantages and disadvantages of different types of cameras with a professional photographer.		

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Layout and Makeup

TERMINAL OBJECTIVE: SJ2E4.00 To understand cartooning and photography

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.05 distinguish effective photographs.	An effective photograph communicates the "five W's and H."	comprehending	A. Have students find examples of effective and ineffective photographs in the school yearbook or newspaper.		
		comprehending	B. Have students explain the 5 W's and the H in an "effective" photograph.		
4.06 explain basic darkroom procedures.	Basic darkroom procedures include using a film screen to expose the photograph in a line camera and using the pan development or diffusion transfer method of development.	comprehending	A. Tour a darkroom at a printshop, newspaper, publisher, or photography studio. Have the students write an explanation of the process.		
		applying	B. Set up an "amateur" darkroom in your school for students' use.		

ACADEMIC COMPETENCY:

-to write as a way of discovering and clarifying ideas

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Layout and Makeup

TERMINAL OBJECTIVE: SJ2E5.00 To understand advertising layout and makeup

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.01 identify the purpose of an advertisement.	The purpose of an advertisement is to inspire the reader or viewer to action by its attractiveness, appropriateness of art, and its ability to attract attention.	demonstrating knowledge	A. Cut the product names off 15-20 well known ads, leaving the rest of the ad intact. See how many students can name the product. Discuss how this knowledge reflects how well the ad's purpose is carried out.		
		comprehending	B. Divide students into groups. Have each group find three ads which appeal to them and three ads which do not. Analyze ads to determine their purpose and whether or not the purpose was carried out.		
	ACADEMIC COMPETENCY: -to recognize and use inductive and deductive reasoning				
5.02 evaluate the graphics of a display ad in terms of the ad's purpose.	See Content, Instructional Objective 5.01.	evaluating	A. Provide students with a newspaper or magazine and ask them to select the two most effective ads and the two least effective in terms of carrying out the ad's purpose.		

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Layout and Makeup

TERMINAL OBJECTIVE: SJ2E5.00 To understand advertising layout and makeup

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.03 use various techniques to create good ads.	See Content, Terminal Objective 5.01.	comprehending	A. Have students bring all types of ads and identify appeal or lack of appeal in each ad.		
		synthesizing	B. Have students write ads for items pictured in a mail order catalog.		
		synthesizing	C. Have students create a new product complete with logo and design three different kinds of ads (radio, newspaper, magazine).		

ACADEMIC COMPETENCIES:

-to propose and evaluate ways to solve problems
-to vary one's writing style for different readers and purposes

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Business Management

TERMINAL OBJECTIVE: SJ2F1.00 To understand the price structuring of advertising

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 compute the cost of advertising necessary to finance a publication.	The cost of advertising is based on the cost per column inch of the publication. Advertising pays much of the cost of publication.	applying	A. Set up a balance sheet with cost per column inch. Have students figure how much a six column paper (540 column inches @ 1.50 per column inch -- allowing 145 inches of advertising) would be.		
		applying	B. Have students do the following exercise: You are called upon to decide a sliding scale of advertising rates. Here are the facts -- • There will be 10 issues of 8 pages each. •The paper will have five columns per page with each column 18 inches deep. • The nonprinting costs are estimated at $625.00 for the year. •Printing will cost $350.00 per issue. • Out of 1400 students, an estimated 1100 will buy $2.00 subscriptions. • 20% of the newspaper space will be devoted to ads. With this information, determine what the average return in advertising per column must be to have the paper break even financially. Then prepare a satisfactory rate scale.		

ACADEMIC COMPETENCY:

-to formulate and solve a problem in mathematic terms

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COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Business Management

TERMINAL OBJECTIVE: SJ2F1.00 To understand the price structuring of advertising

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 (continued).		applying	C. Have yearbook staff members do exercises similar to the one in Activity B but using figures applicable to a yearbook.		
		applying	D. Have students compute the cost of yearbook production based on information from the publisher.		

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Business Management

TERMINAL OBJECTIVE: SJ2F1.00 To understand the price structuring of advertising

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.02 compare and contrast the cost of special editions to the cost of regular editions.	Special editions have added expenses such as additional color displays and extra pages.	applying	A. Have students figure the cost of a special homecoming edition that is eight pages larger than the regular edition. Also, add the cost of four-color photographs on two pages. Base figures on the "regular" edition print charges for an 8 page, 5 column (each column is 18 inches deep) price schedule of $350.00.		
		analyzing	B. Have students compare the difference in cost of a yearbook containing some color pages to one with no color.		
	ACADEMIC COMPETENCY: -to formulate and solve a problem in mathematic terms				
1.03 compute volume discounts on advertising.	A volume discount is given to advertisers in order to give immediate and regular income to the publication.	applying	A. Allow students to set a cost per column inch to sell ads. Have them show the benefits of volume discounts to the advertisers on a color coded chart.		

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Business Management

TERMINAL OBJECTIVE: SJ2F2.00 To understand bookkeeping procedures

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 maintain accurate records of all business transactions.	Students should learn to complete appropriate forms such as receipts, statements, and log sheets and to follow appropriate accounting procedures according to individual school procedures.	comprehending	A. Have students fill out sample business forms such as statements and log sheets, and discuss those forms in class.		
		applying	B. Have student salespersons give a receipt for each amount of cash received and submit a carbon or stub to the circulation manager.		

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Business Management

TERMINAL OBJECTIVE: SJ2F3.00 To understand the role of circulation in financing of media productions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 compare the advantages and disadvantages of circulating a free newspaper.	Advantages of a free newspaper might include more circulation and less business pressure. Disadvantages would include missing the experience of selling, planning and laying out ads, and the budgeting experience. ACADEMIC COMPETENCY: -to identify and formulate problems	comprehending applying	A. Have students brainstorm and/or research advantages and disadvantages of a free school paper. B. Have students make a chart/diagram to show the advantages and disadvantages of a free school paper.		
3.02 set up a budget for the school paper or yearbook based on circulation.	Circulation affects the interest of potential advertisers and provides income. ACADEMIC COMPETENCY: -to propose and evaluate ways to solve problems	applying applying	A. Have students write a budget showing circulation and advertising as lone avenues of revenue. B. Have students set up a second budget where there is a consideration made for a subsidy.		

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LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Business Management

TERMINAL OBJECTIVE: SJ2F3.00 To understand the role of circulation in financing of media productions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.03 outline procedures for newspaper distribution.	Procedures include the sale of subscriptions, the sale of individual copies, the logistics of distribution, and the sales promotion prior to distribution. ACADEMIC COMPETENCY: -to propose and evaluate ways to solve problems	synthesizing	A. Have students outline the procedures for newspaper distribution.		
3.04 determine approximate circulation revenue.	Revenue is computed by multiplying cost per copy by circulation. ACADEMIC COMPETENCY: -to propose and evaluate ways to solve problems	applying	A. Have students contact the local paper for information on circulation. Ask the students to relay their findings to the class and compute an estimate of revenue based on one day's circulation.		

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Business Management

TERMINAL OBJECTIVE: SJ2F3.00 To understand the role of circulation in financing of media productions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.05 plan ways to increase circulation.	Circulation is increased by promotional efforts such as "house ads," "promos" or promotional spots, advertising in other media, mailings of promotional materials to prospective viewers, listeners or readers, and special events or contests. Sometimes salespeople or circulation agencies are employed.	applying	A. Have students conduct a subscription campaign.		
		applying	B. Have students reassess the pros and cons of a free newspaper.		
		applying	C. Have student reporters poll the student body for their input on a fair subscription price.		
		applying	D. Have students contact other schools for information on how they handle circulation.		
	ACADEMIC COMPETENCY: -to propose and evaluate ways to solve problems				
3.06 research the role of circulation in financing broadcast media.	Radio and television advertising reaches large audiences and provides support to broadcast media.	applying	A. Have students contact local radio and television advertising departments for information.		
		comprehending	B. Invite a representative of an advertising agency to discuss the role of advertising in the various media.		
	ACADEMIC COMPETENCY: -to propose and evaluate ways to solve problems				

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Organization

TERMINAL OBJECTIVE: SJ2G1.00 To understand media organization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 explain the responsibilities of the editorial staff.	The editorial staff is responsible for seeing that news articles are assigned, covered, written, and edited, and for supervising and approving the layout and page proofs. The editorial staff makes decisions regarding space assignment, stories and photographs to be used.	comprehending	A. Make a diagram showing the chain of command on a newspaper staff. Have students explain the order.		
		comprehending	B. Have students tour a newspaper publishing house to see the editorial staff at work.		
1.02 outline the duties of the production staff.	The production staff is responsible for putting news copy, etc., into the form the viewer, listener, or reader will receive.	comprehending	A. Tour a graphic arts department or print shop to observe the duties of the production staff. If equipment is available, allow hands-on experience.		
		demonstrating knowledge	B. Have students write job descriptions for each member of the production staff (crew) for radio, television, and print media.		

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Organization

TERMINAL OBJECTIVE: SJ2GI.00 To understand media organization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.03 detail the duties of the business staff.	The business staff sees that the product is financed, through ad sales or by other means, and maintains records of accounts. See Terminal Objectives SJ2F1, SJ2F2, and SJ2F3.	applying	A. Divide the class into a mock business staff. To find out how students get and spend money, conduct a marketing survey. If access to a computer exists, prepare the correct format and use proper forms to process the data. Use the information to distribute to the mock staff.		
		comprehending	B. Have students write a paper explaining how the marketing survey has better prepared them to sell advertising.		
		analyzing	C. Invite members of business staffs from radio, television and newspaper to visit the class. Compare and contrast their duties.		

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Organization

TERMINAL OBJECTIVE: SJ2GI .00 To understand media organization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.04 explain the responsibilities of the circulation staff.	The circulation staff is responsible for all elements of building circulation and distributing the product. See Terminal Objectives SJ2F1, SJ2F2, and SJ2F3.	applying	A. Have students organize and direct a circulation campaign.		
		applying	B. Have students maintain an accurate record of all subscribers.		
		applying	C. Have students set up and maintain an arrangement for securing the publication from the printer at the proper time for distribution.		
		applying	D. Have students see that all advertisers receive copies of the publication.		
		applying	E. Make the circulation staff responsible for the exchange of publications with other schools.		

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2HI.00 To understand the history of journalism

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.01 write about famous journalists.	Some famous journalists are Horace Greeley, John Zenger, and Joseph Pulitzer.	demonstrating knowledge	A. Have students list famous journalists and tell why they are famous.		
		comprehending	B. Have students role play famous journalists.		
		synthesizing	C. Have students write a skit in which famous journalists meet to review today's local paper.		
		synthesizing	D. Assign research projects dealing with famous journalists in the context of their times.		
	ACADEMIC COMPETENCY: -to vary one's writing style for different readers and purposes				
1.02 outline the media's past role.	The media have played a vital role in the recent history of the U.S. and of the world. An example is the coverage of the Vietnamese conflict and its impact.	analyzing	A. Have students make a time line and trace the history of radio, television, newspapers, and magazines. Divide the class into groups and assign each group a different time period. Have each group discuss with the class the significant events during the era they studied.		
		synthesizing	B. Have students write a paper explaining what person or what event has been the greatest influence on media as it is today.		
	ACADEMIC COMPETENCY: -to draw reasonable conclusions				

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2HI.00 To understand the history of journalism

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.03 explain how the media influence America's youth.	The media have influenced dress, and eating habits, speech, hero figures, and values.	comprehending	A. Have students clip magazine pictures that depict the "All American" male and female. Compare findings.		
		demonstrating	B. Have students list products that they have purchased in the last six months due to a "media campaign."		
		comprehending	C. Have students complete a personal media inventory (how much they read, listen to the radio, watch TV, etc.) and analyze media's influence on their lives.		

ACADEMIC COMPETENCY:

-to draw reasonable conclusions

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2HI.00 To understand the history of journalism

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.04 appraise the media's past effect on law and government.	The media have been able to help bring about social change.	analyzing	A. Have students research the fights for freedom that led up to the first amendment to the U.S. Constitution.		
		evaluating	B. Using examples such as the Pilgrims who fled England, the people who smuggled Tyndale's translation of the New Testament, or an outstanding journalists such as Ben Harris, have students determine how government and the media have clashed. Ask the students to debate the opposing viewpoints and decide which they favor.		

ACADEMIC COMPETENCY:

-to draw reasonable conclusions

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2HI.00 To understand the history of journalism

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 1.05 trace chronologically the development of the news media.	Chronological development of the news media includes early attempts at communication; the Roman ACTA DIURNA in 60 B.C.; the invention of movable type; the fifteenth century newsbooks, newsletters, and fly sheets; the emergence of the modern newspaper; the essay papers of the 1800's; the invention of the telegraph and radio; and modern global telecommunication.	synthesizing analyzing analyzing	A. Assign students the task of creating a game similar to "Trivial Pursuit" in which they ask "What happened when?" questions. B. For each category of the news media, have students outline the key developmental factors chronologically. C. Have students color code a time line to indicate the "five W's" and the "H" in journalistic history.		

ACADEMIC COMPETENCIES:

-to conceive ideas about a topic for the purpose of writing
-to organize, select, and relate ideas

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2H2.00 To become aware of career possibilities in the media

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 2.01 be aware of job titles and descriptions in the fields of print and broadcast journalism.	Some jobs include reporter, editor, printer, business personnel, production personnel, publication relations staff, engineering and operations personnel, advertising careers, etc.	applying	A. Have students research career opportunities in the school library and with the guidance department.		
		applying	B. Have students write letters of inquiry to media personnel concerning opportunities.		
		comprehending	C. Ask speakers in various media roles to visit the classroom to discuss job opportunities.		
		comprehending	D. Visit newspaper offices, radio stations, television stations, and cable television operations to observe various workers in the field of journalism.		
		comprehending	E. Ask a representative from a local university with a communications department to visit your class or take students to the campus to discuss career possibilities in journalism.		

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2H3.00 To understand legal implications of media production

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.01 cite examples of libel and slander.	Libel is printed information containing falsehoods that are injurious to a person's reputation or business, whether that person is alive or deceased. Slander consists of spoken defamatory remarks.	analyzing	A. Have students research recent court cases involving libel.		
		applying	B. Act out a skit in which there is a judge and jury and the issue is that a prominent citizen has been the victim of libel by a local journalist.		
		comprehending	C. Have students discuss how newspaper articles can contain potentially damaging or libelous statements and study examples.		
3.02 compare and contrast criminal libel and civil libel.	Criminal libel is the publication of obscene, blasphemous, or seditious material. Civil libel consists of material which unjustly defames a person's character or hurts the operation of his/her business.	synthesizing	A. Have students write a news story for television that contains criminal libel, being sure to use fictitious characters.		
		synthesizing	B. Have students write a newspaper article that contains civil libel.		
		analyzing	C. Have students compare A and B.		

ACADEMIC COMPETENCY:

-to vary one's writing style for different readers and purposes
-to draw reasonable conclusions

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2H3.00 To understand legal implications of media production

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.03 explain First Amendment rights.	The First Amendment states that "Congress shall make no law...abridging the freedom of speech or the press." ACADEMIC COMPETENCY: -to recognize and use inductive and deductive reasoning	analyzing comprehending	A. Allow students to debate the limitations of the First Amendment for a television newscast. B. Set up a mock radio talk show where students call in their questions about First Amendment rights.		
3.04 evaluate the Sunshine Laws.	The "Sunshine Laws" are laws in certain states which require open meetings and other access to and public disclosure of information about government business. ACADEMIC COMPETENCY: -to recognize and use inductive and deductive reasoning	analyzing	A. Have students research cases involving the Sunshine Law. Write a paper analyzing the strengths and weaknesses of the law.		

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2H3.00 To understand legal implications of media production

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.05 recognize the limitations concerning the protection of sources.	Some states have "shield" laws which guarantee journalists the right to refuse to identify their sources of information. Other states hold reporters in contempt of court for such refusal.	comprehending synthesizing	A. Have students find examples of reporters who have served prison time for attempting to protect a source. B. Have students write a letter to an imaginary journalist in jail stating their opinions of his/her stand.		

ACADEMIC COMPETENCY:

-to recognize and use inductive and deductive reasoning

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2H3.00 To understand legal implications of media production

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.06 interpret the effect of case law on media.	The limitations placed on the media by law, or the freedoms allowed, are the subject of continuing debates in areas such as the use of news as evidence, and the conflict of freedoms under different laws.	analyzing	A. Research the findings of Captive Voices. Divide the class into two teams to debate the purposes, rights and responsibilities of high school publications.		
		applying	B. Present the case of Tinker vs. Des Moines Independent School District, which concerned high school students who wore arm bands to protest the war in Vietnam and were suspended. The Supreme Court upheld the rights of the students. Have students role play the students who wore the arm bands, before the court reached its decision.		
		comprehending	C. Invite an attorney to talk on the effect of case law on the media or about local cases, especially those related to schools and students' rights.		

ACADEMIC COMPETENCIES:

-to recognize and use inductive and deductive reasoning
-to draw reasonable conclusions

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2H3.00 To understand legal implications and media production

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.07 summarize the legal rights of student journalists.	Student journalists have freedom of the press but that freedom must not violate the rights of others. Students can be held legally responsible for what they write or say.	comprehending comprehending, evaluating	A. Have students write a formal policy statement for each publication in your school. B. Have students determine topics that would be unsuitable for the school media, such as names of students suspended from school or subjected to other forms of disciplinary action, names of students arrested for criminal offenses, and information concerning the personal lives of faculty or students that would be an embarrassment to them. Have students discuss their responsibilities in such cases and the consequences they might encounter if they violated school standards.		

ACADEMIC COMPETENCIES:

-to recognize and use inductive and deductive reasoning
-to draw reasonable conclusions

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2H3.00 To understand legal implications and media production

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 3.08 analyze the role of ombudmanship and the" Fourth Estate" as they apply to journalism.	Ombudsmanship refers to the investigation of complaints made by individuals about abuses or capricious acts of public officials. In such a role, journalists become a "fourth branch of government." This concept is related to Edmund Burke's view of journalists as a "Fourth Estate." In both situations journalists form a "fourth" or separate segment of society.	comprehending analyzing	A. Have students cite examples from the news media that demonstrate the ombudsman role of the media. B. Have students research Edmund Burke, who is reported to have called the reporters' gallery in Parliament, "a Fourth Estate." Have them relate their findings to present-day journalism.		

ACADEMIC COMPETENCIES:

-to recognize and use inductive and deductive reasoning
-to draw reasonable conclusions

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2H4.00 To understand ethical responsibilities

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.01 outline the moral and ethical responsibilities governing journalists.	Journalists have the responsibility to present the truth with accuracy, to tell all sides of the story, and to refrain from editorializing unless clearly intending to do so and informing the audience.	analyzing	A. Have students complete an abstract covering the topics of truth, accuracy, and fairness in journalism.		
		synthesizing	B. Have students research events surrounding the Watergate scandal and write an editorial on the freedom of the press for class criticism.		
		comprehending	C. Have students outline the Code of Ethics from the American Society of Newspaper Editors.		

ACADEMIC COMPETENCIES:

-to recognize and use inductive and deductive reasoning
-to draw reasonable conclusions

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2H4.00 To understand ethical responsibilities

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.02 identify "yellow journalism," sensationalism, "muckraking," and scandal.	Distortion of truth and one-sided reporting lead to abuses of journalism.	comprehending	A. Design a front page that illustrates "yellow journalism" and discuss with students.		
		comprehending	B. Using tabloids notorious for sensationalism and scandal, discuss the appeal the publications have and why they have it.		
		comprehending	C. Ask the students to discuss the effects if "yellow journalism" were to become the norm in America.		
		applying	D. Have students research the historic impact of "yellow journalism."		

ACADEMIC COMPETENCIES:

-to recognize and use inductive and deductive reasoning
-to draw reasonable conclusions
-to distinguish between fact and opinion

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Character Implications

TERMINAL OBJECTIVE: SJ2H4.00 To understand ethical responsibilities

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 4.03 define credibility and objectivity.	A reporter must be able to maintain objectivity -- reporting without bias -- in order to maintain credibility, the faith readers or listeners have that events are being reported fairly.	comprehending	A. Discuss with students why editorializing in news articles is regarded as inappropriate.		
		comprehending	B. Have students find examples in the newspaper that are examples of bias or prejudice.		
		comprehending	C. Invite radio or television speakers to address the topics of credibility and objectivity as they relate to their work.		

ACADEMIC COMPETENCY:

-to distinguish between fact and opinion

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2H5.00 To understand how media objectives influence reporting decisions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.01 identify the purpose of various forms of media.	Various forms of media serve to entertain, to inform, or to persuade.	analyzing	A. Assign a research project tracing the origin and purpose of radio, television, newspaper, satellite dish, cable TV, or computerized media.		
		synthesizing	B. Have each student report orally on his/her findings in Activity A.		
		synthesizing	C. Have students create or predict projects, new forms, and uses of media in the future.		

ACADEMIC CONSEQUENCES:

-to recognize the intention of a speaker
-to be aware of the techniques a speaker is using

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2H5.00 To understand how media objectives influence reporting decisions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.02 recognize how style and viewpoint change for various forms of media.	The visual media make use of visual aids to report a story, while radio must depend only on spoken delivery. Written media may have photographs which help convey the viewpoint of an article. The viewpoint and style of various media reflect the main purpose of the media (to entertain, to inform, or to persuade), the philosophy of the owner, publisher, and/or director and producer, and the inherent physical limitations of that medium.	analyzing comprehending analyzing analyzing	A. Have students compare the same news story as it appears in the newspaper, on the radio, and on television. B. Have students outline the news story of Activity A as it is presented by each media form. C. Have students analyze why each story is written and presented as it is. D. Replay the videotape of a television broadcast and determine what effect visual presentation had on its impact.		

ACADEMIC COMPETENCIES:

-to recognize the intention of a speaker
-to be aware of the techniques a speaker is using

LANGUAGE ARTS - SECONDARY

COURSE: Journalism

SUBJECT AREA: Production

GOAL: SJ200 Understanding and utilizing production skills

STRAND: Career Implications

TERMINAL OBJECTIVE: SJ2H5.00 To understand how media objectives influence reporting decisions

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will 5.03 recognize influences on news reporting.	The owner often establishes certain standards and philosophies; the publisher has a special role in establishing such things as political stand; the editor makes decisions on content and choice of news article and the reporter chooses from among facts available to him.	comprehending	A. Assign students to report on ownership of media. How does the student perceive this role?		
		comprehending	B. Have students list each person who has input into a media production and briefly describe how the attitudes of each can influence the presentation of the product.		
		applying	C. Have students, if possible, interview local owners of media. Ask them to report their findings to the class.		

ACADEMIC COMPETENCY:

-to draw reasonable conclusions

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Suggestions for Additions to or Revisions of the
Tennessee Language Arts Curriculum

1. Suggestion for: A. addition / / B. revision / / (please check one)

2. Skills/Subject Area: _____

3. Page Number: _____

4. Addition/Revision to: (please check & give number)

Introduction	/ /	
Terminal Objective	/ /	Number: _____
Instructional Objective	/ /	Number: _____
Activity	/ /	Number: _____

5. SUGGESTION: _____

_____

_____

_____

_____

_____

6. Name of person submitting suggestion: _____

Place of employment: _____

Employed as: _____

Address: _____

_____

Please return this form to: LANGUAGE ARTS CONSULTANT
214 Cordell Hull Building
Nashville, TN 37219